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ABSTRACT

Title I of the Elementary and Secondary Education Act was amended in 1996 to authorize funding for the Title I Migrant Education program to provide educational and counseling assistance to eligible children of migratory farm and fishery workers. An evaluation was conducted of the implementation of the migrant education program in the Houston Independent School District (Texas). A total of 1,124 eligible migrant students was identified in the Houston schools, an increase of 52% over the previous year's enrollment of 741 migrant students. The increase was attributed to the program's active search for migrant students. Migrant recruitment specialists recorded 10,307 activities in 1995-96, and the parent/student coordinator provided 1,015 service contacts and activities. Of the 1,124 migrant students, 70% were also limited English proficient. Passing rates of migrant students in 1995-96 on the English examination of the Texas Assessment of Academic Skills decreased in reading from 53% to 50%, decreased in writing from 56% to 45%, and increased in mathematics from 35% to 45%. Recommendations for program improvement include improved records management, improved curriculum and strengthened instruction, and better efforts for parent involvement. One appendix is a chart of program enrollment, and the other is a chart describing program counseling services. (Contains 10 tables and 12 references.) (SLD)

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ED 405 442

RESEARCH

Report on Educational Programs

An Evaluation Report from the Department of Research and Evaluation

Title I Migrant Education Program

1995–96

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Executive Summary

Title I Migrant Education Program
1995–96

Program Description

Title I of the Elementary and Secondary Education Act (ESEA) was amended in 1966 to authorize funding for the Title I Migrant Education program to provide educational and counseling assistance to eligible children of migratory farm and fishery workers. In Texas, the Migrant Education program provided assistance to eligible students beyond provisions of the minimum foundation program.

Funds allocated for the Migrant Education program during the 1995–96 school year were based on 741 migrant students reported in 1994–95 through the Public Education Information Management System (PEIMS). This resulted in an adopted budget of $351,721 for the 1995–96 school year, which was $111,143 more than the previous year.

Purpose of the Evaluation Report

School districts receiving federal funds for migrant program implementation were required to provide an end-of-year evaluation. The purpose of this report was to evaluate the implementation of the Title I Migrant Education program for the 1995–96 school year. The following research questions were addressed:

1. How many eligible migrant students were enrolled in Houston ISD schools by grade level and management district during the 1995–96 school year?

2. What activities did the migrant recruitment specialist and community liaisons conduct during the 1995–96 school year?

3. What activities did the parent/student services coordinator conduct during the 1995–96 school year?

4. What activities did the migrant counselor conduct during the 1995–96 school year?

5. How many migrant students were Limited English Proficient (LEP)?

6. How many migrant students passed the reading, writing, and mathematics sections of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1995–96 as compared to 1994–95?

Findings

- The 1995–96 Public Education Information Management System (PEIMS) count totaled 1,124 eligible migrant students in HISD schools. This constituted an increase of 52% over the previous year's PEIMS enrollment of 741 migrant students. The School Administrative Student Information (SASI) system reported 1,362 students.

- Migrant recruitment specialists recorded 10,307 activities in 1995–96, which was 12% less than the 11,659 activities recorded in 1994–95. The Reading is Fundamental program for distributing reading materials was included in this effort.

- The parent/student services coordinator provided 1,015 service contacts and activities and conducted 11 meetings involving parents, teachers, community resources, Multilingual Department staff, and others. The Building Bridges program for parents was instrumental in the success of this component.

- The migrant counselor performed a total of 834 service contacts and activities, and conducted 534 individual and group counseling sessions during the 1995–96 school year.

- Of the 1,124 migrant students identified in 1995–96, 70% were also limited English proficient (LEP).

- Passing rates of migrant students in 1995–96 on the English TAAS decreased in reading from 53% to 50%, decreased in writing from 56% to 45%, and increased in mathematics from 35% to 45%. Less than 110 migrant students were tested with the Spanish TAAS in spring 1996

Recommendations

1. The number of migrant students increased in 1995-96 because there was an agressive recruitment and identification effort by the Migrant Education Program staff. Therefore, it is recommended that these efforts continue during the 1996-97 school year.

2. Differences in the number of migrant students recorded on the PEIMS file and the SASI file, and additional Texas Education Agency (TEA) data requirements, make it necessary to improve the management of migrant student data. Therefore, the recommendation is to explore using HISD's wide area network (WAN) to facilitate data management. The organization of a support network of data clerks, with regular meetings, telephone numbers to call for help, and hands-on training should also contribute to the success of this effort.

3. The passing rates of migrant students on the English TAAS from spring 1995 to spring 1996 decreased in reading and writing, and remained below 50% in mathematics. The recommendation is to focus curriculum improvement in reading, writing, and mathematics instruction that benefits all students, including migrant students. National programs, distance learning, computer assisted instruction, the Reading is Fundamental initiative, Portable Assisted Study Sequence (PASS), and other programs especially for migrant students may also be considered.

4. Although 70% of the migrant students are LEP, less than 110 were tested in Spanish. Since many migrant students were not assessed with either the English or the Spanish TAAS, it is recommended that an exploratory study be conducted to determine the reasons these students were not tested (i.e., exemptions, withdrawals, absences, dropouts, etc.)

5. Since a goal of the Migrant Education program is to encourage parental involvement, the recommendation is to expand the Building Bridges program and explore other options such as Padres con Poder, Cara y Corazon, and similar programs.

TITLE I MIGRANT EDUCATION PROGRAM
1995–96

The purpose of this report was to evaluate the Title I Migrant Education program implemented in the Houston Independent School District (HISD). The migrant program was created to improve the educational opportunities of eligible migrant students who enroll late and/or withdraw early from school because their families travel to obtain temporary work in agricultural or fishing industries. The present evaluation involved descriptions of services and activities offered to migrant students and their families by the migrant program staff throughout the academic year, as well as achievement data using migrant student scores on the Texas Assessment of Academic Skills (TAAS) in the spring of 1996. The number of migrant students increased by 52% in 1995–96. Migrant student passing rates decreased in reading and writing, and increased in mathematics from spring 1995 to spring 1996.

Introduction

Program Description and Goals

Title I of the Elementary and Secondary Education Act (ESEA) was amended in 1966 to authorize funding for the Title I Migrant Education program to provide educational and counseling assistance to eligible children of migratory farm and fishery workers. In Texas, the Migrant Education program provides assistance to eligible students beyond the minimum foundation support.

Program Goals

The goals of the Migrant Education program in Texas were redirected in 1991 to include the following six areas:

1. Coordination of services to migrant students;
2. early education from three years of age through first grade;
3. graduation enhancement in grades seven through twelve;
4. identification and recruitment at all grade levels;
5. updating Migrant Student Record Transfer System (MSRTS); and
6. secondary credit exchange and accrual in grades seven through twelve.

Budget and Funding Source

Funds allocated for the migrant program in the 1995–96 school year were based on 741 migrant students reported for the 1994–95 school year through the Public Education Information Management System (PEIMS). This resulted in a Chapter 1 adopted budget of $351,721 for the 1995–96 school year. That was an increase of $111,143 over the previous year.

Purpose of the Evaluation Report

School districts receiving federal funds from Chapter 1 for migrant program implementation are required to provide an end-of-year evaluation. The specific task of this report was to evaluate the implementation of the Title I Migrant Education program for the 1995–96 school year.

The following research questions were addressed:

1. How many eligible migrant students were enrolled in Houston ISD schools by grade level and management district during the 1995–96 school year?
2. What activities did the migrant recruitment specialist and Community Liaisons conduct during the 1995–96 school year?
3. What activities did the parent/student services coordinator conduct during the 1995–96 school year?

4. What activities did the migrant counselor conduct during the 1995–96 school year?
5. How many migrant students were Limited English Proficient (LEP)?
6. How many migrant students passed the reading, writing, and mathematics sections of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1995–96 as compared to 1994–95?

Review of the Literature

Migrant education had not yet solved the challenge of families moving in and out of many school districts during a school year. Federal funding lagged behind the number of children identified as eligible for migrant education programs (Trotter, 1992). Specific characteristics of migrant students including their mobility, intermittent education, and low-self-esteem were significant educational liabilities that contributed to their high failure rate, high drop-out rate, and low achievement scores. In addition, in some cases supplementary instruction for migrant students, focusing mainly on basic skills, was provided almost entirely by teacher aides, with regular classroom teachers showing little awareness of migrant student activities or progress in the migrant education program (Johnson, 1987).

Although few appropriate education services were provided for migrant students on a nationwide basis, a number of states and individual school districts had identified programs that work. Platt (1991) offered guidelines for educational intervention with the goal of increasing migrant children's economic options and opportunities. Three methodologies recommended were learning strategies, cooperative learning, and whole language.

Migration World Magazine (1990) featured an article concerning an interstate migrant education program called Portable Assisted Study Sequence (PASS) which is a secondary school credit accrual program and drop-out prevention model. This program is a coordinated national effort to help students complete their education. Specific courses were provided using PASS packets, with credits awarded upon completion.

The Minorities Engaged in New Things in Education (MENTE) program built migrant students' skills, confidence, and awareness of opportunities. Components included language arts, quantitative skills (science and mathematics), and personal development activities. Studies showed that participants in this program entered college at a much higher rate than the national average for migrant families (Rodriguez and Gilbert, 1985).

Another program demonstrated that minority language students can be successfully taught to write through programs that validate the students' experiences and cultural heritage (Flores, 1989). By adopting an approach developed by Eliot Wiggington in the Foxfire project, Chicano students in California were taught English composition by emphasizing the richness of family and community folklore and history.

Audio, video, and computer technology were used to support instruction for migrant students. One laser videodisc program helped non-native English learners gain confidence and language skills in social contact or casual conversation situations by having them interact with a variety of different characters at a backyard barbecue (Peppard, 1989).

Special Education services were offered to migrant students with disabilities. Educational issues involved identifying special education needs, promoting communication to ensure continuity of services, addressing students' educational needs, preventing students from dropping out, involving parents in students' education, meeting health needs, and training special educators to work with these students (Reynolds and Salend, 1990). Interstate cooperation, the migrant student record transfer system, and qualifications for migrant education personnel were also important issues (Salend, 1990). Specific guidelines for assessing the unique needs of migrant handicapped students included: identifying the student's language and cultural background, examining adaptive behavior, determining the student's medical needs, involving migrant parents, choosing appropriate assessment instruments, employing curriculum-based assessment, and establishing a network of community resources (Coballes-Vega and Salend, 1988).

Baca and Harris (1988) outlined the educational needs of migrant exceptional children in terms of native language instruction, English-as-a-Second-Language instruction, self-concept enhancement, acculturation enhancement, and family and community involvement. The Individualized Education Program was also important in addressing specific needs of migrant exceptional children.

Similar services were also recommended for gifted at-risk migrant students, including assessment, identification, and specific instructional programs.

Method

Participants

All eligible Title I Migrant students who were included on the 1995–96 PEIMS database and who received Migrant program services during the 1995–96 academic year participated in this study.

Data Collection

Data on the number of migrant students identified and served in the 1995–96 school year was obtained from the October 1995 PEIMS database and from the HISD School Administrative Student Information (SASI) system. In addition, information was provided by the Migrant staff in folders which kept records of all the activities conducted for migrant students and their families throughout the year. Achievement scores for migrant students were investigated using the reading, writing, and mathematics subtests of the Texas Assessment of Academic Skills (TAAS) in spring 1995.

Data Analysis

Frequency distributions were produced from PEIMS data files to determine numbers of migrant students by grade level. TAAS data files were used to calculate the percent passing the reading, writing, and mathematics subtests, English and Spanish versions. Information concerning activities conducted by the program staff was provided from documents and reports maintained in the migrant program office. Test results and other demographic data for the 1995–96 school year were compared to results from the 1994–95 school year.

Results

How many eligible migrant students were enrolled in Houston ISD schools by grade level and by school during the 1994–95 school year?

Table 1 presents the number of eligible migrant students by grade level included on the 1995–96 PEIMS database. **Appendix A** presents the distribution of migrant students on the PEIMS database by school and by Management District.

The 1995–96 PEIMS count totaled 1,124 eligible migrant students in HISD schools. This constituted an increase of 51.7%, or 383 students over the previous year's PEIMS enrollment of 741 migrant students. A total of 634 migrant students or 56% were enrolled in grades PK through fifth grade, and 490 migrant students or 44% were enrolled in the sixth through twelfth grades.

It should be noted that the PEIMS count indicated the number of migrant students who were enrolled in the district through October 1995. It did not include many migrant students who arrived in the district after the PEIMS cut-off date. The PEIMS count also did not include the migrant student's family members and pre-school siblings who were also eligible for service through the Migrant Education program.

A majority of the eligible migrant students were former migrant students who were still eligible for program services as long as they resided within a Title I Migrant Education program area and their parents agreed that they were migrant students. While the recruitment of current migrant students was achieved mainly through the Migrant Student Record Transfer System (MSRTS), recruiting former students who had not made a qualified move within one year was more challenging. In the case of former migrant students, when the school registrar notified the migrant office, the migrant recruiter made home visits and collected information from parents to complete certificates of eligibility for the migrant families.

The HISD School Administrative Student Information (SASI) system reported 1,362 eligible migrant students enrolled in the migrant education program during the 1995–96 school year. **Table 2** shows the distribution of those migrant students by Management District through May, 1996.

Also during the 1995–96 school year, the HISD Migrant Education Office continued a comprehensive

Table 1: Enrollment of Migrant Students by Grade Level (Source: PEIMS, October 1995)

Grade	Enrolled
PK	53
KG	78
1	100
2	95
3	99
4	101
5	108
6	91
7	91
8	87
9	96
10	51
11	42
12	32
Total	1,124

Table 2: Number of Migrant Students by Management District Through May 1996 (Source: SASI 1995-96)

Management District	Number	Percent
Southwest	234	17
East	224	16
North Central	194	14
Southeast	167	12
West	157	12
North	136	10
Northeast	120	9
South Central	49	4
South	25	2
Northwest	20	2
Central	18	1
Alternative	15	1
Charter Schools	3	<1
Total	1,362	100

recruitment drive. A districtwide survey of students conducted in January 1995 revealed a high number of potential migrant students. That information provided a basis for follow-up visits to verify migrant eligibility status, to increase the number of eligible migrant students in the district, and to increase the Migrant Education funding level for the district.

The difference in the total number of students recorded on the PEIMS database, compared to the number recorded on the SASI database, highlights the need for schools to improve the management of migrant student information.

What activities did the migrant recruitment specialist and community liaisons conduct during 1995–96 school year?

Table 3 presents the number and types of activities conducted by the migrant recruitment specialist and community liaisons during the 1994–95 and 1995–96 school years.

Activities included visitations, processing referrals, distribution of school supplies, coordinating services, and organizing meetings. The number of activities in 1995–96 totaled 10,296 compared to 11,659 total activities reported in 1994–95.

The migrant recruitment specialist and community liaisons conducted 1,687 visitations in 1995–96 as compared to 8,355 in 1994–95. This constituted a decrease of 6,668 visitations over the previous year. This decrease was accompanied by an increase in the number of phone calls in 1995–96. Specialists conducted most of the visitations in the homes of migrant students as they did during the previous year. They also visited students and families in schools, churches, and other settings.

Table 3: Activities of the Migrant Recruitment Specialist and Community Liaisons in 1995–95

Activities	1994–95	1995–96
Number of Visitations		
Home	8,290	1,620
School	31	26
Churches	7	9
Community Centers	16	
Other	11	32
Total	8,355	1,687
Referrals Processed		
Eligible	551	325
Ineligible	1,627	738
Total	2,178	1,063
School Supplies Distributed		
Elementary School	616	848
Middle School	227	285
High School	173	196
Total	1,016	1,326
Coordination of Services		
Medical	1	
Counseling	50	39
Food	21	15
Clothing	13	9
Others	6	3
Total	91	66
Meetings		
PAC	5	10
PAC Workshops	0	
Region IV ESC	4	
Others	8	1
Total	19	11
Telephone Contacts		
Home	†	4,118
School	†	559
Total	†	4,677
Number Recruited		
New students	†	810
Previously Identified	†	667
Total		1,477
Grand Total	**11,659**	**10,307**

† Comparable data not available in 1994–95

In 1995–96 the recruitment specialists recruited 1,477 migrant students; 810 were new students and 667 were previously identified students. Also in 1995–96, the recruitment specialists processed 1,063 referrals of potential migrant students; 325 were eligible and 738 were ineligible for migrant services. A Certificate of Eligibility (COE) was entered for each newly recruited migrant student whose family made a new trip for purposes of employment in the agricultural or fishing industry. Each certificate entitled a migrant student to six years of participation in the program, whether or not they had participated in previous years. It should be noted that many of the newly recruited students had been former migrants. They had received and stopped receiving services prior to being recruited again.

In addition, the recruitment specialist distributed free school supplies to 1,326 migrant students. When compared to the total of 1,016 in 1994–95, the total increased by 310 students over the previous year's total. The recruitment specialist also coordinated non-academic services for migrant students, including counseling, food, clothing, and other services. In 1995–96, there were 66 activities in this category as compared to 91 activities in 1994–95.

The recruitment specialist also coordinated parent advisory council meetings, Migrant parent workshops, and other meetings held as needed. In 1995–96 there were 11 activities in this category as compared to 19 activities in 1994–95. However, the number of parents attending the meetings and the average number of parents at each meeting increased substantially over the previous year. Ten of the meetings were related to parent advisory committee issues.

Table 4.1: Activities of the Parent/Student Services Coordinator in 1995–96

Activities	Number
Parents	175
Community Resources	50
Multilingual Staff	160
Houston ISD Staff	280
Region IV ESC	15
Middle School Students	335
Total	1,015

What activities did the parent/student services coordinator conduct during the 1995–96 school year?

Table 4.1 lists services that the parent/student services coordinator provided to parents of migrant students, the community, and other educators. A total of 1,015 service contacts and activities related to the coordination of services to parents and students.

Table 4.2 details the Parent Advisory Council (PAC) and parent training meetings for migrant families that the Parent/Student Services Coordinator conducted at the Multilingual Resource Center (MRC) during the 1995–96 school year. Starting in October 1995, the coordinator conducted 11 meetings for the

Table 4.2: Parent Advisory Council (PAC) and Parent Training Meetings in 1995–96

Date	Type of Meeting	Topic	Target Group	Number of Parents	Number of Staff
10/24/95	PAC Meeting/Training	Overview of Program	Parents	38	10
10/26/95	State PAC	State PAC Agenda	PAC Representatives	10	6
10/27/95	State PAC	State PAC Agenda	same as above		
11/28/95	PAC Meeting/Training	Gangs	Parents	36	10
01/23/96	PAC Meeting/Training	HEP IRS	Parents	54	10
02/14/96	State PAC	State PAC Agenda	PAC Representatives	1	2
02/14/96	TPCC Conference	Conference Agenda	Parents, Educators	1	2
02/15/96	TPCC Conference	Conference Agenda	same as above		
02/16/96	TPCC Conference	Conference Agenda	same as above		
02/27/96	PAC Meeting/Training	Nutrition	Parents	42	10
03/26/96	PAC Meeting/Training	Adolescence	Patents	32	10
04/36/96	PAC Meeting/Training	Early Childhood	Parents	21	10
05/22/96	PAC Meeting/Training	Needs Assessment and Elections	Parents	56	16
Total				291	86

parents of migrant students, as compared to 14 meetings in 1994–95. Parent Advisory Council issues provided the focus for 10 of the 11 meetings. Attendance at parent meetings increased in 1995–96. Parent attendance ranged from 21 parents to 56 parents per meeting. The topics included: program overview, gangs, High School Equivalency Program (HEP), Internal Revenue Service (IRS), nutrition, adolescence, early childhood, and needs assessment.

According to information obtained from the HISD Multilingual Department, in addition to recruiting migrant families, the community liaisons implemented the early childhood education program *Building Bridges: A Home-Based Program For Migrant Three-Year-Olds.* Four and five year olds not participating in any school-based or community program were also served. School districts had the option to implement a school-based or a home-based program. The program offered early childhood educational experiences to children in their homes through the help of their first teachers–their parents.

The goals of *Building Bridges* was threefold. The primary goal of this home-based program was to provide appropriate developmental activities which support migrant children's developmental growth in language, cognition, psychomotor, social and affective skills. Secondly, it provided appropriate activities to develop and enhance parents' skills to interact and encourage their children's growth and development. Finally, the program developed a network of support services to facilitate the growth and development of the entire family.

The program used three manuals:

- Trainer's Manual that provided the materials, background information, transparencies, and handouts necessary to conduct training sessions to district implementors,
- Home Activity Manual (available in English or Spanish) intended to be used by the home educator. The guide provided useful information on conducting home visits, organizing parent meetings, teaching strategies, background information on child growth and development, and necessary documentation procedures, and
- Home Educator's Manual included selected skills and concepts targeted for development.

The community liaisons went to the homes of the migrant families and worked with the parent. The lessons or activities included knowing first and last names; recognizing body parts, primary colors, and shapes; using simple prepositions; and matching objects by size, color, and shape. A home visit report was completed for each child. A total of 74 children were served in this program.

What activities did the migrant counselor conduct during the 1995–96 school year?

Table 5 presents the number and types of activities conducted by the migrant counselor in 1995–96. The migrant counselor extended services to all migrant students in elementary, middle and high schools. The migrant counselor performed a total of 834 service contacts and activities. This constituted an increase of 30 service contacts over the previous year's total of 804 coordination activities.

The migrant counselor also conducted a total of 534 counseling sessions during the 1994–95 school year. This constituted a decrease of 82 sessions over the 616 counseling sessions conducted during the 1994–95 school year.

What number and percent of migrant students were Limited English Proficient (LEP)?

Table 6.1 presents the number of migrant students who were identified as Limited English Proficient (LEP) during the 1995–96 school year. A total of 788, or 70%, of the 1,124 migrant students identified in 1995–96 were also LEP. Migrant students who were identified LEP received bilingual or ESL instruction as well as migrant program services. A total of 444 students received bilingual education, 237 students received ESL services, and 107 LEP students received All-English instruction in 1995–96. Thirty

Table 5: Activites of the Migrant Counselor in 1995–96

	1994–95	1995–96
Coordination of Services		
Parents	128	191
Community Resources	144	97
Department Staff	176	204
HISD Staff	356	342
Total	**804**	**834**
Counseling Component		
Individual Sessions	555	518
Group Sessions	61	16
Total	**616**	**534**

Table 6.1: Number of Migrant Limited English Proficient (LEP) Students in 1995–96

Instructional Program	LEP	English Proficient	Total Migrant
Bilingual Ed.	444		444
ESL	237		237
All English	107	336	443
Total	788	336	1,124
Percent	70	30	100

percent of the migrant students were English-proficient in 1995–96.

Table 6.2 shows the distribution of migrant LEP students served in bilingual education and ESL by grade level. Of the migrant students who were also LEP in 1995–96, 526 students or 67% were identified in kindergarten through fifth grade. These grade levels provided both bilingual and ESL services to bilingual LEP students in the district and accounted for the identification of larger numbers of migrant LEP students who needed special instructional arrangements due to the lack of English language proficiency. A total of 262 or 33% of the LEP students were enrolled in grades six through twelve and received ESL or all-English instruction.

How many migrant students passed the reading, writing, and mathematics sections of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1995–96 as compared to 1994–95?

Table 6.2: Number of LEP Students Enrolled in Bilingual Education and ESL by Grade Level in 1995–96

Grade Level	Total LEP	Bil. Ed.	ESL	All-English
PK	47	41	2	4
KG	69	62	5	2
1	90	80	4	6
2	86	78	4	4
3	88	74	7	7
4	79	54	14	11
5	67	44	13	10
6	58	10	31	17
7	52	1	40	11
8	58	0	46	12
9	43	0	31	12
10	23	0	21	2
11	16	0	13	3
12	12	0	6	6
Total	788	444	237	107

Table 7.1 presents the passing rates of migrant students on the English TAAS in reading, writing, and mathematics at each grade level in 1995–96 as compared to the 1994–95 school year. Of the 1,124 Migrant students enrolled in HISD during 1995–96 year, 28% were tested in English reading and mathematics, while 12% were tested in writing.

Overall, 767 subtests were administered in 1995–96, with 360 passing at a rate of 47%. This compared to 616 subtests administered in 1994–95, with 284 passing at a rate of 46%. Although the overall passing rate increased from 46% in 1994–95 to 47% in 1995–96, this remains below the 90% TAAS passing stan-

Table 7.1: English TAAS Passing Rates for Migrant Students in Reading, Writing and Mathematics in Spring 1995 and 1996

	Spring 1995						Spring 1996					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
Grade	n	%	n	%	n	%	n	%	n	%	n	%
3	17	59	†	†	17	53	25	64	†	†	24	50
4	28	82	29	86	28	57	31	61	30	87	30	63
5	29	65	†	†	28	64	44	75	†	†	43	77
6	49	57	†	†	47	36	55	40	†	†	55	51
7	46	41	*	*	47	15	59	42	†	†	58	28
8	36	42	37	38	38	8	56	41	55	20	55	38
10	29	62	31	58	33	42	38	50	38	55	38	24
11	11	9	11	36	13	23	7	14	5	20	13	38
12	2	50	3	33	6	33	*	*	*	*	*	*
Total	**247**	**53**	**112**	**56**	**257**	**35**	**317**	**50**	**130**	**45**	**320**	**45**

* Less than 5 studewnts tested
† The TAAS was not administered in these subjects or grade levels

Table 7.2: Spanish TAAS Spring 1996, Number Tested and Percent Items Correct, for the Total District and for Migrant Students

	Total District				Migrant Students			
	Reading		Mathematics		Reading		Mathematics	
Grade	Number Tested	% Items Correct	Number Tested	% Items Correct	Number Tested	% Items Correct	Number Tested	% Items Correct
3†	3,650	70	3,688	66	58	65	59	65
4†	1,910	63	1,916	64	35	57	35	58
5†	1,036	60	1,043	58	15	60	15	62
6†	141	53	142	55	*	*	*	*
Total	6,737	–	6,789	–	108	–	109	–

† Estimates because the Spanish TAAS 1996 was a benchmark for grades 3 and 4 and a field tes administration for grades 5 and 6
* Less than 5 studewnts tested

dard. And on individual subtests from 1995 to 1996, the passing rate in reading decreased from 53% to 50%, writing decreased from 56% to 45%, while mathematics increased from 35% to 45%.

Table 7.1 indicates that fifth grade migrant students performed best on the English reading test with a passing rate of 75%, and on the mathematics test with a passing rate of 77%. Fourth graders scored best in writing with a passing rate of 87%. The number of students tested increased at almost every grade level and subtest, with the only exceptions being in the eleventh and twelfth grades.

Table 7.2 presents results on the Spanish TAAS in spring 1996. The number of students tested and the percent of items correct are given for the entire district and for migrant students.

On the Spanish TAAS reading test, 108 students were tested. Average scores ranged from 57% to 65% items correct in grades 3-5. On the mathematics test, 109 students were tested, and average scores ranged from 58% to 65% items correct in grades 3-5. No grade recorded average percent items correct above 65% afor migrant students.

Districtwide average scores ranged from 53% to 70% items correct in reading and from 55% to 66% items correct in mathematics. No grade level recorded average scores above 70% of the items correct.

Recommendations

1. The number of migrant students increased in 1995-96 because there was an agressive recruitment and identification effort by the Migrant Education Program staff. Therefore, it is recommended that these efforts continue during the 1996-97 school year.

2. Differences in the number of migrant students recorded on the PEIMS file and the SASI file, and additional Texas Education Agency (TEA) data requirements, make it necessary to improve the management of migrant student data. Therefore, the recommendation is to explore using HISD's wide area network (WAN) to facilitate data management. The organization of a support network of data clerks, with regular meetings, telephone numbers to call for help, and hands-on training should also contribute to the success of this effort.

3. The passing rates of migrant students on the English TAAS from spring 1995 to spring 1996 decreased in reading and writing, and remained below 50% in mathematics. The recommendation is to focus curriculum improvement in reading, writing, and mathematics instruction that benefits all students, including migrant students. National programs, distance learning, computer assisted instruction, the Reading is Fundamental initiative, Portable Assisted Study Sequence (PASS), and other programs especially for migrant students may also be considered.

4. Although 70% of the migrant students are LEP, less than 110 were tested in Spanish. Since many migrant students were not assessed with either the English or the Spanish TAAS, it is recom-

mended that an exploratory study be conducted to determine the reasons these students were not tested (i.e., exemptions, withdrawals, absences, dropouts, etc.)

5. Since a goal of the Migrant Education program is to encourage parental involvement, the recommendation is to expand the Building Bridges program and explore other options such as Padres con Poder, Cara y Corazon, and similar programs.

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Appendix A

Migrant Student Enrollment by Management District and by Campus Arranged in Descending Order of Number of Students 1995–96

Management District	Campus	Number of Migrant Students	% of Total
West	Long Middle	36	2.6
East	Austin H S	35	2.6
Northwest	Milby H S	35	2.6
Southeast	Benavidez Elementary	35	2.6
North Central	Sutton Elementary	33	2.4
Northwest	Edison Middle	29	2.1
South Central	Breaburn Elementary	28	2.1
East	Tijerina Elementary	26	1.9
Southwest	Cunninghum Elementary	24	1.8
North Central	Pilgrim Elementary	24	1.8
Southeast	Lee H S	23	1.7
Southwest	Bonham Elementary	23	1.7
Northeast	Crespo Elementary	23	1.7
East	Deady Middle	22	1.6
South	McReynolds Middle	22	1.6
South	Eliot Elementary	22	1.6
North Central	Harris, J. R. Elementary	21	1.5
Northeast	Houston, Sam H S	18	1.3
North	Gordon Elementary	18	1.3
West	Martinez, R. Elementary	18	1.3
Central	Hogg Middle	17	1.2
West	Shrapstown Middle	17	1.2
North	Furr H S	16	1.2
Northwest	Reagan H S	16	1.2
North	Barrick Elementary	16	1.2
Northeast	Janowski Elementary	16	1.2
East	Stevenson Elementary	15	1.1
East	Davis H S	14	1.0
Southwest	Marshall Middle	14	1.0
Charter Schools	Stevenson Middle	14	1.0
Northeast	Briscoe Elementary	14	1.0
North	Burrus Elementary	14	1.0
Northeast	Sanchez Elementary	14	1.0
East	Sherman Elementary	14	1.0
Southwest	Henry Middle	12	0.9
North Central	Gallegos Elementary	12	0.9
Northeast	Garcia Elementary	12	0.9
Southwest	Looscan Elementary	12	0.9
Central	McNamara Elementary	12	0.9

Appendix A, Continued

Management District	Campus	Number of Migrant Students	% of Total
Northeast	Sharpstown H S	11	0.8
North Central	Dezavala Elementary	11	0.8
West	Lamar Elementary	11	0.8
North Central	Neff Elementary	11	0.8
Southwest	Anderson Elementary	10	0.7
East	Franklin Elementary	10	0.7
Northwest	Golfcrest Elementary	10	0.7
North	Lantrip Elementary	10	0.7
South	Roosevelt Elementary	10	0.7
Southeast	White Elementary	10	0.7
North	Burbank Middle	9	0.7
Southwest	Holland Middle	9	0.7
West	Jackson Middle	9	0.7
East	Brock Elementary	9	0.7
Northeast	Cage Elementary	9	0.7
North	Northline Elementary	9	0.7
Southwest	Piney Point Elementary	9	0.7
Southwest	Burnet Elementary	8	0.6
East	Coop Elementary	8	0.6
West	Davila Elementary	8	0.6
West	Pugh Elementary	8	0.6
South	Rucker Elementary	8	0.6
West	Ryan Elementary	8	0.6
Southwest	Scarborough Elementary	8	0.6
North Central	Bellaire H S	7	0.5
South	Lamar H S	7	0.5
Alternative	Wheatley H S	7	0.5
East	Bonner Elementary	7	0.5
Southwest	Field Elementary	7	0.5
South Central	Foerster Elementary	7	0.5
North Central	Harvard Elementary	7	0.5
Northwest	Las Americas	7	0.5
West	Scroggins Elementary	7	0.5
East	Travis Elementary	7	0.5
Southeast	Cullen Middle	6	0.4
South	Almeda Elementary	6	0.4
North Central	Carrillo Elementary	6	0.4
Southwest	Chatham Elementary	6	0.4
Northeast	Crockett Elementary	6	0.4
West	MacArthur Elementary	6	0.4
Southwest	Martinez, C. Elementary	6	0.4
Northeast	Oak Forest Elementary	6	0.4
Southwest	Walnut Bend Elementary	6	0.4

Appendix A, Continued

Management District	Campus	Number of Migrant Students	% of Total
South Central	H S for Law Enforcement	5	0.4
East	Hartman Middle	5	0.4
West	Bell Elementary	5	0.4
East	Easter Elementary	5	0.4
South Central	Elrod Elementary	5	0.4
South Central	Grissom Elementary	5	0.4
Southwest	Oates Elementary	5	0.4
North Central	Park Place Elementary	5	0.4
Southwest	Barbara Jordan H S	4	0.3
South Central	Waltrip H S	4	0.3
Alternative	Yates H S	4	0.3
South Central	Fonville Middle	4	0.3
Northeast	Berry Elementary	4	0.3
North Central	Brookline Elementary	4	0.3
North	Bruce Elementary	4	0.3
North	Condit Elementary	4	0.3
North	Crawford Elementary	4	0.3
Southwest	Dechaumes Elementary	4	0.3
Southeast	Helms Elementary	4	0.3
Southeast	Love Elementary	4	0.3
West	Lyons Elementary	4	0.3
South Central	Patterson Elementary	4	0.3
North Central	Port Houston Elementary	4	0.3
Northeast	Rusk Elementary	4	0.3
North	Smith, E. O. Elementary	4	0.3
Southwest	Southmayd Elementary	4	0.3
North	Dowling Middle	3	0.2
North Central	Hamilton Middle	3	0.2
East	Revere Middle	3	0.2
Northeast	Rusk (7)	3	0.2
Southeast	Williams Middle	3	0.2
Northwest	Allen Elementary	3	0.2
Southeast	Fondren Elementary	3	0.2
East	Harris, R. P. Elementary	3	0.2
Central	Holden Elementary	3	0.2
East	Lee Elementary	3	0.2
East	MacGregor Elementary	3	0.2
Northeast	Rogers, T. H.	3	0.2
South	Rogers, Will Elementary	3	0.2
South Central	Scott Elementary	3	0.2

Appendix A, Continued

Management District	Campus	Number of Migrant Students	% of Total
Central	Jones H S	2	0.1
West	Kashmere H S	2	0.1
Southwest	Sanchez G. I. H S	2	0.1
North	Grady Middle	2	0.1
North Central	Johnston Middle	2	0.1
Northeast	Key Middle	2	0.1
South Central	Lanier Middle	2	0.1
South	Rice (6-8)	2	0.1
Central	Ryan Middle	2	0.1
South Central	Alcott Elementary	2	0.1
Northeast	Ashford Elementary	2	0.1
North	Atherton Elementary	2	0.1
Southwest	Durkee Elementary	2	0.1
South Central	Emerson Elementary	2	0.1
North Central	Frost Elementary	2	0.1
North Central	Gregg Elementary	2	0.1
North Central	Henderson, N. Q. Elementary	2	0.1
North Central	Herod Elementary	2	0.1
North Central	Kelso Elementary	2	0.1
South	KIPP Academy	2	0.1
Southeast	Lewis Elementary	2	0.1
North	Milam Elementary	2	0.1
Southeast	Mitchell Elementary	2	0.1
East	Montgomery Elementary	2	0.1
Northwest	Parker Elementary	2	0.1
Southeast	Petersen Elementary	2	0.1
South Central	Red Elementary	2	0.1
West	Shearn Elementary	2	0.1
Southeast	Sinclair Elementary	2	0.1
Alternative	Whidby Elementary	2	0.1
North Central	Madison H S	1	0.1
West	Westbury H S	1	0.1
Alternative	Washington H S	1	0.1
South Central	Clifton Middle	1	0.1
North Central	Employment Center	1	0.1
East	Fondren Middle	1	0.1
Alternative	Thomas Middle	1	0.1
North Central	Bowie Elementary	1	0.1
Southwest	Garden Villas	1	0.1
South	Jefferson Elementary	1	0.1
Northeast	Mading Elementary	1	0.1
Central	McDade Elementary	1	0.1
East	Roberts Elementary	1	0.1
Southeast	Thompson Elementary	1	0.1
Northeast	Whittier Elementary	1	0.1

Appendix B

Counseling Services for Migrant and Immigrant Students by Campus 1995–96

Campus	Individual Counseling Number of Sessions	Group Counseling Number of Sessions
Austin H S	79	—
Barbara Jordan H S	5	—
Brock Elementary	1	—
Contemporary Learning Center H S	1	—
Cullen Middle	6	—
Davis H S	23	—
Deady Middle	3	—
Edison Middle	8	—
Fonville Middle	1	—
Franklin Elementary	1	—
Furr H S	14	—
H S Equivalency Program at UH	21	—
H S for Performing and Visual Arts	16	—
Hartman Middle	1	—
Hogg Middle	2	—
Houston, Sam H S	19	1
HS for Law Enforcement	13	—
Lamar H S	10	—
Lee H S	30	7
Milby H S	125	8
Reagan H S	14	—
Sanchez, G. I. H S	9	—
Sharpstown H S	9	—
Ungraded*	74	—
Correspondence courses from U Texas	4	—
Waltrip	8	—
Westbury	6	—
Wheatley	11	—
Yates	4	—